

Art Knowledge Progression Overview

Intent:

At Manor Park Infant and Nursery School, we believe Art and Design plays an integral role in the education of all children. From the Early Years Foundation Stage into Key Stage 1 children are encouraged to use their creativity, curiosity and critical thinking skills in developing an awareness, appreciation and enjoyment of art in all of its forms. Art and culture enrich our lives greatly and we want our children to have the skills, techniques and knowledge to work confidently as independent artists. We study influential artists and craftspeople to provide a context to compare and contrast our own work with, further deepening our evaluation and communication skills.

Implementation

Manor Park Infant and Nursery Primary School uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual/group activities. Sketchbooks are introduced in F2 and are an opportunity for children to experiment and take risks, as well as reflect and analyse their own work and the work of artists and crafts people. We give children the opportunity within lessons to work on their own and to collaborate with others, on projects in two and three dimensions and on different scales. The Art curriculum makes meaningful links to our topics, such as exploring the architecture of Christopher Wren linked to the Great Fire of London and developing our collage skills through The Isle of Coll.

Pupils are taught:

- To use their sketchbook as a place for experimentation and reflection.
- To explore a range of materials and techniques through the coverage of each technique; drawing, painting, collage, textiles, 3D and printmaking (for example charcoal, clay and mono-printing).
- To reflect and appreciate the works of artists and crafts people.

Each year Manor Park Infant and Nursery School holds an Art Week, where one artist is selected and celebrated by the whole school. Children are treated as artists and produce high quality artworks which are displayed in school.

Impact:

The impact of the Art curriculum can be seen through the high quality and ambitious work that is created from Nursery to Year 2. Children understand a broad range of mediums and techniques and are confident to share their reflections on their own and other's work. We measure children's development in Art through:

- Assessing our children's outcomes against the ELGs for EYFS and the end of Key stage 1 expectations for Y1 and Y2.
- Monitoring the work children do and their response and attitudes to learning.
- Speaking with children so that they can demonstrate their developing skills and knowledge and show what they know, can do and to check they remember more than they did before.

Coverage and Progression	F1	F2	Yr 1	Yr 2
Painting	I can identify colours I can identify primary colours I can begin to mix secondary colours I can identify shapes I can hold a paintbrush I can use different mark making tools I can say what is the same and different in artworks	I can identify colours I can identify primary colours I can begin to mix secondary colours I can mix paint colours to match an image or object I can use white or black to make my paint lighter or darker I can identify shapes I can paint a shape or line carefully I can use different mark making tools I can say what is the same and different in artworks	I can identify and name primary colours I can identify and name secondary colours I can use a range of paint such as watercolour, poster and power paint I can select the correct brush or mark making tool for the task I can use water to make paint thicker and thinner I can create a thin or thick line I can design and make decisions about my artwork I can describe the process and reflect on my work and others	I can identify and name primary colours I can identify and name secondary colours I can use a range of paint such as watercolour, poster and power paint I can select the correct brush or mark making tool for the task I can use water to make paint thicker and thinner I can create a thin or thick line I can design and make decisions about my artwork I can describe the process and reflect on my work and others I know the difference in materials I can paint onto and can select the most appropriate one
Vocabulary	Colour, line, tone, shape, texture, tools, and pattern	Colour, line, tone, shape, texture, tools, and pattern	Colour, line, tone, shape, texture, tools, pattern, primary and secondary colours, colour wheel	Colour, line, tone, shape, texture, tools, pattern, primary and secondary colours, colour wheel
Drawing	I can look carefully I can identify and draw shapes I can draw lines I can draw with different materials and mark making tools I can begin to shade to add dark and light areas I can draw what I can see I can draw from my imagination I can say what is the same and different in artworks	I can look carefully I can identify and draw shapes I can draw lines I can draw with different materials and mark making tools I can begin to shade to add dark and light areas I can draw what I can see I can draw from my imagination I can say what is the same and different in artworks	I can draw 2D shapes I can carefully observe and draw I can draw lines with control I can use a range of pencils 2H-6B to add light and dark I can use pressure to control shading I can use a range of drawing materials and choose the most appropriate one I can design and make decisions about my artwork I can describe the process and reflect on my work and others	I can draw 2D shapes I can carefully observe and draw I can draw lines with control I can use a range of pencils 2H-6B to add light and dark I can use pressure to control shading I can use a range of drawing materials and choose the most appropriate one I can draw from primary and secondary sources I can design and make decisions about my artwork I can describe the process and reflect on my work and others

Vocabulary	Colour, line, tone, shape, texture, tools, and pattern	Colour, line, tone, shape, texture, tools, and pattern	Colour, line, tone, shape, texture, tools, pattern, observe, shade	Colour, line, tone, shape, texture, tools, pattern, observe, shade
Collage	I can identify shapes I can identify colours I can rip and cut different materials I can select materials for their shape, colour and texture I can stick materials onto a surface I can say what is the same and different in artworks	I can identify shapes I can identify colours I can rip and cut different materials I can select materials for their shape, colour and texture I can stick materials onto a surface I can say what is the same and different in artworks	I can explain what collage is I can explain the process of making a collage I can rip and cut different materials carefully I can use different glues to stick I choose appropriate materials for their shape, colour and texture I can design and make decisions about my artwork I can describe the process and reflect on my work and others	I can explain what collage is I can explain the process of making a collage I can rip and cut different materials carefully I can use different glues to stick I choose appropriate materials for their shape, colour and texture I can design and make decisions about my artwork I can describe the process and reflect on my work and others
Vocabulary	Collage, colour, line, shape, texture, pattern, cut, stick	Collage, colour, shape, texture, pattern, cut, stick	Collage, colour, shape, texture, pattern, cut, stick, mark making	Collage, colour, shape, texture, pattern, cut, stick, mark making
Textiles	I can identify objects made from textiles I can sort textiles using different categories I can make a simple weaving I can make a simple sown artwork I can decorate fabrics by painting, drawing or gluing I can say what is the same and different in artworks	I can identify objects made from textiles I can sort textiles using different categories I can make a simple weaving I can make a simple sown artwork I can decorate fabrics by painting, drawing or gluing I can say what is the same and different in artworks	I can explain what textiles are used for and how some are made I can name different textiles and their uses I can compare different textiles I can explain some textile processes such as tie-dye and weaving I can make a weaving I can sew I can dye fabric I can decorate fabrics by painting, drawing or gluing I can design and make decisions about my artwork I can describe the process and reflect on my work and others	I can explain what textiles are used for and how some are made I can name different textiles and their uses I can compare different textiles I can explain some textile processes such as tie-dye and weaving I can make a weaving I can sew I can dye fabric I can decorate fabrics by painting, drawing or gluing I can design and make decisions about my artwork I can describe the process and reflect on my work and others
Vocabulary	Textiles, fabrics, weave, sew, decorate, needle, thread, texture, colour, shape	Textiles, fabrics, weave, sew, decorate, needle, thread, texture, colour, shape	Textiles, fabrics, weave, warp, weft, sew, decorate, needle, thread, colour, texture, length, size, shape, dye	Textiles, fabrics, weave, warp, weft, sew, decorate, needle, thread, colour, texture, length, size, shape, dye

Printing	<p>I can make a simple printing block from a material I have cut, shaped or moulded</p> <p>I can identify shapes</p> <p>I can choose the correct shape to print an image or object with</p> <p>I can use different materials to print with</p> <p>I can use different materials to create texture</p> <p>I can say what is the same and different in artworks</p>	<p>I can make a simple printing block from a material I have cut, shaped or moulded</p> <p>I can identify shapes</p> <p>I can choose the correct shape to print an image or object with</p> <p>I can use different materials to print with</p> <p>I can use different materials to create texture</p> <p>I can say what is the same and different in artworks</p>	<p>I can identify and explain different processes of printmaking</p> <p>I can make different types of prints such as;</p> <p>mono printing, block printing, relief printing or by etching into soft materials.</p> <p>I can use a range of material to print with such as; card, string, foam, textured materials, paper, clay, polyprinting</p> <p>I can choose different materials to create texture with</p> <p>I can design and make decisions about my artwork</p> <p>I can describe the process and reflect on my work and others</p>	<p>I can identify and explain different processes of printmaking</p> <p>I can make different types of prints such as; mono printing, block printing, relief printing or by etching into soft materials.</p> <p>I can use a range of material to print with such as; card, string, foam, textured materials, paper, clay, polyprinting</p> <p>I can choose different materials to create texture with</p> <p>I can design and make decisions about my artwork</p> <p>I can describe the process and reflect on my work and others</p>
Vocabulary	Print, shape, texture, cut, colour	Print, shape, texture, cut, colour	Print, shape, texture, mono printing, block printing, relief printing, etching	Print, shape, texture, mono printing, block printing, relief printing, etching
3D	<p>I know that a 3D artwork is not flat</p> <p>I can create a form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects.</p> <p>I can make simple shapes from pliable materials such as clay, foam or wire</p> <p>I can use different tools to make shapes and marks</p> <p>I can identify shapes, colours and textures</p> <p>I can say what is the same and different in artworks</p>	<p>I know that a 3D artwork is not flat</p> <p>I can create a form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects.</p> <p>I can make simple shapes from pliable materials such as clay, foam or wire</p> <p>I can use different tools to make shapes and marks</p> <p>I can identify shapes, colours and textures</p> <p>I can say what is the same and different in artworks</p>	<p>I can give examples of 3D art forms</p> <p>I can explain the process for making some 3D art forms</p> <p>I can cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural)</p> <p>I can cut, roll and coil materials such as clay</p> <p>I can create forms to make things I have designed, invented, or seen</p> <p>I can use different tools to make shapes and marks</p> <p>I can build a construction using a variety of objects</p> <p>I can imprint and apply decoration to a 3D model</p>	<p>I can give examples of 3D art forms</p> <p>I can explain the process for making some 3D art forms</p> <p>I can cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural)</p> <p>I can cut, roll and coil materials such as clay</p> <p>I can create forms to make things I have designed, invented, or seen</p> <p>I can use different tools to make shapes and marks</p> <p>I can build a construction using a variety of objects</p> <p>I can imprint and apply decoration to a 3D model</p> <p>I can design and make decisions about my artwork</p>

			I can design and make decisions about my artwork I can describe the process and reflect on my work and others	I can describe the process and reflect on my work and others
Vocabulary	Shape, texture, colour, tools, marks, clay, foam, wire, cut, join, stick	Shape, texture, colour, tools, marks, clay, foam, wire, cut, join, stick	Shape, texture, tools, marks, clay, foam, wire, cut, join, stick, decoration, imprint	Shape, texture, tools, marks, clay, foam, wire, cut, join, stick, decoration, imprint

0-3 years	3-4 years	Foundation 2	ELG Creating with Materials
<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>Make use of props and materials when role playing characters in narratives and stories.</p>

Make simple models which express their ideas.	<p>about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>		
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A Year 1 Artist will be able to:

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces 	<ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours 	<ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels 	<ul style="list-style-type: none"> ▪ Begin to identify different forms of textiles, discussing textures ▪ Show experience in simple stitch work ▪ Explain how to thread a needle

<ul style="list-style-type: none"> Explore different textures Draw from imagination Explore drawing from observation Investigate textures by describing, naming, rubbing and copying Produce a range of patterns and textures	<ul style="list-style-type: none"> Discuss and use warm and cold colours Describe favourite colours and why colours may be used for different purposes Explore a range of paint, brush sizes and tools	<ul style="list-style-type: none"> Begin to explore impressed printing e.g. with Styrofoam Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper	<ul style="list-style-type: none"> Experience different approaches to simple weaving (paper, twigs) Match and sort fabrics (colour, texture, length, size, shape) I can join fabric and threads using glue.
3D	Collage	Digital Art	Knowledge
<ul style="list-style-type: none"> I can add texture by using tools. I can make different kinds of shapes I can cut, roll and coil materials such as clay, dough or plasticine. Enjoy handling, feeling and manipulating a range of materials Construct using a range of media Cut shapes using scissors and other modelling tools in a safe way Build a construction using a variety of objects Imprint and apply decoration to a 3D model Discuss the different types of buildings in their locality 	<ul style="list-style-type: none"> Begin to use scissors and tearing to create a range of shapes Explores different methods of fixing one material to another Create an image from a variety of cut or torn media Arrange and glue materials to different backgrounds	<ul style="list-style-type: none"> Begin to explore digital media to create an image Record information using digital cameras Explore digital tools (e.g. brushes, shape and fill tools, eraser)	<ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design The names of tools, techniques and the formal elements (colour, shape & form, tone, line, pattern)
A Year 2 Artist will be able to:			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns 	<ul style="list-style-type: none"> Begin to describe a range of colours Mix a range of secondary and tertiary colours Be able to discuss the colour wheel Talk about why they have selected colours for their artwork Begin use a range of paint and discuss why some are more suited to particular painting styles 	<ul style="list-style-type: none"> Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes have changed over time 	<ul style="list-style-type: none"> Identify and discuss different forms of textiles and their uses Show an awareness and name a range of different fabric Gain confidence stitching two pieces of fabric together. Explain how to thread a needle and have a go
3D	Collage	Digital Art	Knowledge

<ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Replicate patterns and textures in a 3D form <p>1. Discuss the work of other sculptors and relate these to their own ideas and designs</p>	<ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image <p>1. Has experience of adhesives and decides on most effective for a given task</p>	<ul style="list-style-type: none"> ▪ Use a graphics package or app to explore digital image creation ▪ Have the opportunity to manipulate an image using various digital tools ▪ Use a digital camera to take a specific image portrait/landscape <p>2.</p>	<ul style="list-style-type: none"> ▪ Know that different forms of creative works are made by artists, crafts people and designers, from all cultures and times ▪ Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (knowing the names of the colours and tools that they use) <p>3.</p>
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